DOCUMENT RESUME

ED 216 724 JC 820 195

AUTHOR LeCroy, Jan; Shaw, Ruth
TITLE Community College Leaders for Tomorrow: Emerging Problems and Leadership Strategies to Avert Declining Resources.
PUB DATE Apr 82
NOTE 15p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrative Problems; *Administrator Role; *College Planning; *Community Colleges; Financial Problems; Futures (of Society); *Leadership Responsibility; Long Range Planning; Teacher Administrator Relationship; Two Year Colleges
IDENTIFIERS *Dallas County Community Colleges TX

ABSTRACT

Similar problems and challenges face community colleges and their leaders throughout the United States. Even in areas of high growth and relatively low unemployment, such as Dallas, which has witnessed a rapid growth in community college education, colleges must deal with issues such as their appropriate role and mission, the type of educational services they should provide, and the nature of the clientele to be served. In light of existing and impending financial constraints and shifts in sources of educational finance, the question of the leadership skills and qualities necessary to guide community colleges through the coming decades has become sharply posed. Though leadership alone cannot avoid the crises, it can help to keep problems manageable and controllable. Among the most important leadership skills are: (1) the ability to plan strategically for long-term benefits and goals; (2) the ability to evaluate programs and personnel; (3) the art of collaborative decision making; (4) increased knowledge by administrators of the operations of their institutions; and (5) the ability to build long-term interest in the educational enterprise. Certain other qualities and abilities, such as humor, clear and open communications, mutual trust, and the ability to allow others to grow, will also play a role in establishing a clear sense of purpose and direction in a period of declining resources. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

COMMUNITY COLLEGE LEADERS FOR TOMORROW: EMERGING PROBLEMS AND LEADERSHIP STRATEGIES TO AVERT DECLINING RESOURCES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. Jan LeCroy and
Ruth Shaw
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AACJC PRESENTATION

JAN LECROY AND RUTH SHAW

APRIL 5, 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED216724

IN MANY PARTS OF THE COUNTRY, THE VERY FACT THAT A CHANCELLOR FROM DALLAS, TEXAS HAS BEEN INVITED TO TALK ABOUT LEADERSHIP STRATEGIES TO AVERT DECLINING RESOURCES MIGHT BE REGARDED AS LUDICROUS. DURING THE RECENT ECONOMIC TRAVAIL OF OUR NATION, DALLAS HAS COME TO BE REGARDED AS THE GLITTERING BUCKLE OF THE SUNBELT. PEOPLE ARE FLOCKING TOWARD OUR COUNTY, NOT AWAY FROM IT. BUT IT WOULD BE SHORTSIGHTED INDEED TO PRESUME THAT DALLAS WILL BE ABLE TO SIT SMUGLY ON THE SIDELINES WHILE HER SISTER CITIES SUFFER THE RAVAGES OF INFLATION, UNEMPLOYMENT, AND REDUCED SOCIAL SERVICES. WHILE OUR TROUBLES MIGHT NOT COME SO QUICKLY OR SO SEVERELY AS THOSE WHICH HAVE AFFLICTED THE REST OF OUR COUNTRY, WE ARE CERTAIN TO BE AFFECTED BY THEM. WITHIN THE COMMUNITY COLLEGE DISTRICT, ONE OF OUR TASKS BECOMES THE ANTICIPATION OF PROBLEMS THAT WE HAVE

JC 820 195

YET TO EXPERIENCE AND THE PREPARATION FOR ROLES THAT ARE NEW TO US.

PERHAPS BEFORE I LAUNCH INTO A CATALOG OF POTENTIAL PROBLEMS FACING THE COMMUNITY COLLEGE, I SHOULD MAKE ONE FUNDAMENTAL ASSUMPTION CLEAR. THE TITLE OF OUR SESSION TODAY SUGGESTS THAT THROUGH LEADERSHIP ALONE, WE CAN AVOID THE CRISES THAT ACCOMPANY DECLINING RESOURCES. I WISH THAT I COULD BELIEVE THAT LEADERSHIP COULD PLAY SUCH A VITAL ROLE; HOWEVER, MY OWN BELIEF IS THAT LEADERSHIP CAN, AT BEST, HELP TO KEEP THE PROBLEMS MANAGEABLE AND CONTROLLABLE. NO ONE OF US, REGARDLESS OF OUR SKILLS, OUR PREPARATION, OUR VISION, OR OUR CHARISMA, WILL BE ABLE TO ALTER THE ENVIRONMENT IN WHICH OUR COLLEGES MUST FUNCTION DURING THE COMING DECADES. BUT WE CAN PLAY AN IMPORTANT PART IN ASSURING THAT THE COMMUNITY COLLEGE REMAINS A REASONABLY HEALTHY INSTITUTION IN A CHANGING CONTEXT.

AS I LEAD INTO A DISCUSSION OF LEADERSHIP FOR THE FUTURE IT MAY BE HELPFUL FOR YOU TO BETTER UNDERSTAND MY PRESENT PROFESSIONAL SETTING. THE REGION FROM WHICH I COME IS CONTINUING TO ENJOY RELATIVE PROSPERITY AMIDST HARD TIMES. THE INCREASING POPULATION OF THE COUNTY WHICH IS OUR COLLEGE DISTRICT SERVICE AREA HAS CON-

TINUED TO FUEL ENROLLMENTS IN OUR SEVEN COLLEGES. THE COMMUNITY COLLEGE DISTRICT IS A RELATIVELY NEW ONE; IT WAS FOUNDED IN 1966. THE PAST DECADE AND A HALF HAVE SEEN A GROWTH IN THE COLLEGE DISTRICT WHICH CLOSELY PARALLELS THE GROWTH IN THE COUNTY. WE BEGAN WITH A DOWNTOWN CAMPUS IN 1967; WE OPENED THREE SUBURBAN CAMPUSES IN THE EARLY TO MID-1970's; AND WE OPENED OUR FINAL THREE SUBURBAN CAMPUSES IN THE LATE 1970's. CURRENTLY, EXPANSION IS UNDERWAY AT THREE OF OUR EXISTING COLLEGES. HEADCOUNT ENROLLMENT IS CONTINUING TO INCREASE AT A RATE JUST UNDER 10% EACH YEAR. CURRENT FIGURES SHOW OVER 45,000 CREDIT STUDENTS, AND A COMPARABLE NUMBER OF NON-CREDIT STUDENTS.

OUR ENROLLMENTS ARE SHIFTING TOWARD MORE TECHNICAL/OCCUPATIONAL STUDENTS, WITH THE CURRENT RATIO INDICATING ABOUT 55% OF OUR STUDENTS ENROLLED IN ACADEMIC PROGRAMS AND 45% ENROLLED IN OCCUPATIONAL PROGRAMS. OUR STUDENT AGE HAS REMAINED STABLE OR HAS DECLINED OVER RECENT YEARS; IT IS NOW 26. OUR STUDENTS ARE ALSO INCREASINGLY PART-TIME, AND THEY ARE SERVED, TO A GREATER EXTENT THAN IN THE PAST, BY PART-TIME INSTRUCTORS.

OUR OPERATING FUND MIX INCLUDES STATE FUNDS (60%), LOCAL FUNDS DERIVED FROM COUNTY TAXES (25%), TUITION AND FEES (13%), AND A SMALL PROPORTION OF FEDERAL FUNDS (2%). OUR PERCENTAGE OF STUDENTS RECEIVING GOVERNMENT-PROVIDED FINANCIAL AID IS VERY SMALL: 11%

THIS PROFILE OF OUR COLLEGE DISTRICT IS A REFLECTION OF THE COMMUNITY WHICH WE SERVE. THE PAST 15-20 YEARS HAVE BEEN BOOM YEARS FOR DALLAS COUNTY. THE ENERGY INDUSTRIES AND THE BANKING COMPLEX WHICH SERVES THEM HAVE FLOURISHED IN DALLAS. THE MICRO-PROCESSING, RETAIL, AND INSURANCE INDUSTRIES HAVE GROWN APACE. THE DALLAS-FORT WORTH AIRPORT HAS BECOME AN INTERNATIONAL TRANSPORTATION CENTER . WELL-PAYING, AVAILABLE JOBS HAVE ATTRACTED NEW RESIDENTS.

WHILE THE DALLAS OUTLOOK IS STILL A ROSY ONE, IT WOULD BE NAIVE TO IGNORE THE SIGNS OF MORE DIFFICULT TIMES FOR THE COMMUNITY AND ITS COLLEGES. RECENT DALLAS NEWSPAPER HEADLINES HAVE BLARED NEWS OF LAYOFFS BY BRANIFF AIRLINES, GENERAL MOTORS, AND MOSTEK, AMONG OTHERS. THE AREA UNEMPLOYMENT RATE, WHILE STILL WELL BELOW THE NATIONAL FIGURES, IS CREEPING UPWARD. AND THE COST OF LIVING

IN THE DALLAS-FORT WORTH METROPLEX CONTINUES TO OUTPACE THE NATIONAL AVERAGES.

ANOTHER ELEMENT IN THE DALLAS ENVIRONMENT WHICH SHOULD NOT BE OVERLOOKED IS AVAILABILITY OF OPPORTUNITIES FOR HIGHER EDUCATION. THE AREA IS DOTTED WITH A MULTITUDE OF PUBLIC AND PRIVATE UNIVERSITIES WITHIN EASY DRIVING DISTANCE OF DALLAS. THERE ARE ALSO A NUMBER OF PROPRIETARY SCHOOLS WHICH SPECIALIZE IN OCCUPATIONAL TRAINING.

LET ME FOCUS A MOMENT ON SOME CURRENT AND ANTICIPATED PROBLEMS. WITHIN THE CONTEXT THAT I HAVE JUST OUTLINED, WHAT PROBLEMS MUST A COMMUNITY COLLEGE LEADER CONTEND WITH TODAY? WHAT PROBLEMS CAN BE ANTICIPATED FOR THE FUTURE?---VIRTUALLY EVERY COMMUNITY COLLEGE IN THE COUNTRY IS STRUGGLING WITH QUESTIONS RELATED TO ITS MISSION AND ROLE, AND THE DALLAS COUNTY COMMUNITY COLLEGE DISTRICT IS NO DIFFERENT. WE ARE EMERGING FROM AN ERA IN WHICH OUR EMPHASIS HAS BEEN ON BRICKS AND MORTAR, AND WE ARE ASKING OURSELVES SOME DIFFICULT QUESTIONS ABOUT OUR PURPOSE. CAN WE CONTINUE TO PROVIDE UNLIMITED OPPORTUNITIES FOR ENROLLMENT TO ALL CITIZENS WHO ARE EIGHTEEN YEARS OF AGE AND OLDER? AT WHAT POINT SHOULD RE-ENROLLMENT IN A COURSE

BE CURTAILED IN THE INTEREST OF WISE USE OF SCARCE PUBLIC RESOURCES? TO WHAT EXTENT SHOULD BUSINESS AND INDUSTRY ASSUME THE FINANCIAL RESPONSIBILITY FOR THE TRAINING OF THEIR EMPLOYEES, AND TO WHAT EXTENT SHOULD THE STATE TAXPAYERS ASSUME THE FINANCIAL BURDEN OF PROVIDING THE TRAINED WORK FORCE WHICH ENHANCES ECONOMIC STABILITY? THE MISSION AND ROLE OF THE COMMUNITY COLLEGE IS BEING QUESTIONED BY EXTERNAL GROUPS AS WELL. A RECENT REPORT FROM THE GOVERNOR'S TASK FORCE ON HIGHER EDUCATION QUESTIONS THE PROVISION OF REMEDIAL DEVELOPMENTAL, OR COMPENSATORY WORK AT THE POST-SECONDARY LEVEL, ARGUING THAT SUCH LEARNING OPPORTUNITIES SHOULD BE PROVIDED BY THE HIGH SCHOOLS THAT ARE RESPONSIBLE FOR THIS LEARNING. OUR COLLEGES HAVE TYPICALLY PROVIDED FAR MORE TECHNICIANS THAN ENTRY-LEVEL WORKERS; WE MUST ASK OURSELVES WHETHER OUR DEFINITION OF PURPOSE INCLUDES THE PROVISION OF MANPOWER EQUIPPED WITH THE MOST BASIC OF SKILLS, OFTEN TRAINED (RATHER THEN EDUCATED) IN INTENSIVE, SHORT-TERM SESSIONS WHICH INCLUDE LITTLE OR NO GENERAL EDUCATION. AND WE ARE ALSO IN THE MIDST OF ASKING OURSELVES SERIOUS QUESTIONS ABOUT OUR RESPONSIBILITIES FOR THE PROVISION OF GENERAL EDUCATION

FOR OUR STUDENTS.

MANY OF THE QUESTIONS THAT WE ARE ASKING OR WILL ASK ABOUT OUR MISSION AND ROLE WILL BE REFLECTED IN THE MIX OF PROGRAMS AND SERVICES THAT WE PROVIDE. ONE AREA THAT MANY COMMUNITY COLLEGES WILL INEVITABLY EXPLORE OVER THE COMING YEARS IS CONTINUING EDUCATION OR NON-CREDIT COURSES. ALTHOUGH IN TEXAS, AS IN MOST STATES, THESE COURSES ARE LARGELY SELF-SUPPORTING, WE CAN ANTICIPATE INCREASED DEMAND FOR SPACE FROM CREDIT PROGRAMS TO ERODE THE ON-CAMPUS NON-CREDIT OFFERINGS. WHERE WILL THE NON-CREDIT OFFERINGS STACK UP IN OUR LIST OF PRIORITIES? WHAT ABOUT THE CULTURAL OUTREACH ACTIVITIES THAT ARE AN IMPORTANT DIMENSION OF OUR CONTINUING EDUCATION EFFORTS? CAN COMMUNITY COLLEGES CONTINUE TO PROVIDE LARGE AMOUNTS OF DIRECT AND INDIRECT FUNDING FOR SUCH ENDEAVORS? SHOULD DEVELOPMENTAL COURSES BE SELF-SUPPORTING?

CLIENTELE: DALLAS, LIKE MANY SOUTHWESTERN METROPOLITAN AREAS, ANTICIPATES A DRAMATIC INCREASE IN ITS HISPANIC POPULATION OVER THE NEXT 10-20 YEARS. FOR THE DCCCD, THIS INCREASE HAS SIGNIFICANT IMPLICATIONS. IN DALLAS, HISPANIC STUDENTS COMPLETE HIGH SCHOOL

IN SUBSTANIALLY LOWER PROPORTIONS THAN THEIR BLACK OR ANGLO CLASS-MATES. WITHIN THE COMMUNITY COLLEGE DISTRICT, HISPANIC STUDENTS ATTEND COLLEGE IN NUMBERS WHICH ARE DISPROPORTIONATELY LOW COMPARED TO THEIR NUMBERS IN THE TOTAL POPULATION. PART OF THIS LACK OF ATTENDANCE LIES IN TRADITION AND IN CULTURAL EXPECTATIONS; ANOTHER FACTOR IS THE NEED FOR OUR COMMUNITY COLLEGES TO PROVIDE PROGRAMMING WHICH MORE EFFECTIVELY SERVES THE GROWING HISPANIC POPULATION. A SHIFTING CLIENTELE MAY RESULT FROM THE FACT THAT WE, ACROSS THE NATION, MAY FIND OURSELVES WITH GREATER NUMBERS OF "TRADITIONAL" STUDENTS AS FEDERAL CUTBACKS CAUSE INCREASING NUMBERS OF HIGH SCHOOL GRADUATES WITH ACADEMIC CHOICES CHOOSING THE ONLY ECONOMICALLY VIABLE ALTERNATIVE: THE COMMUNITY COLLEGE. WE HAVE ALL READIED OURSELVES FOR THE "NEW" STUDENT AS BEST WE CAN; WHAT WILL IT MEAN WHEN THE "OLD" STUDENT IS THE ONE WHO COMES TO US IN INCREASING NUMBERS?

UNDOUBTEDLY, THE "NEW FEDERALISM" HAS CREATED SOME DEGREE OF UNCERTAINTY FOR ALL OF US AS WE ATTEMPT TO FORECAST OUR FINANCIAL PICTURES. CERTAINLY THE GENERALIZATION OF MORE DOLLARS FLOWING THROUGH STATE COFFERS AND FEWER FROM THE FEDERAL TREASURY IS A SAFE

ONE, BUT WHAT WILL THAT MEAN FOR COMMUNITY COLLEGES? WILL INCREASING STATE CONTROL BE PART OF THE SCENARIO? CERTAINLY IT WILL IF THE GOLDEN RULE PREVAILS: HE WHO HAS THE GOLD MAKE THE RULES. AS OTHER SEGMENTS OF HIGHER EDUCATION VIE FOR SCARCE RESOURCES, WILL COMMUNITY COLLEGES BE ASKED TO RELY MORE HEAVILY ON LOCAL TAX BASES? IF THEY ARE, WHAT WILL THE COMMUNITY REACTION TO SUCH FINANCIAL PRESSURES BE? WILL REDUCED, RATHER THAN EXPANDED, SERVICES BE THE THEME OF THE COMING DECADES? WILL INDIVIDUALS BE ASKED TO ASSUME A GREATER PROPORTION OF THE COST OF THEIR EDUCATIONS, MAKING THE LONG-HELD IDEAL OF ACCESS TO THE COMMUNITY COLLEGE A MERE PIPE-DREAM FOR THE HAVE-NOTS? WITHIN TEXAS, SENIOR COLLEGES AND UNIVERSITIES HAVE A WELL-OILED POLITICAL MACHINE. HOW WILL COMMUNITY COLLEGES WITHSTAND THE PRESSURES THAT ARE SURE TO BE BROUGHT TO BEAR? HOW WILL COMMUNITY AND LEGISLATIVE SUPPORT BE MUSTERED?

THE ISSUES WHICH I HAVE OUTLINED ONLY SKIM THE SURFACE, BUT THEY SUGGEST SOME OF THE LEADERSHIP SKILLS THAT WILL BE REQUIRED TO GUIDE COMMUNITY COLLEGES THROUGH THE COMING DECADES. SOMEHOW, WHENEVER I AM ASKED TO CATALOG SUCH QUALITIES, I FEEL LIKE BEN

FRANKLIN'S "POOR RICHARD," COMPILING THE TRAITS OF THE IDEAL CITIZEN. IT IS EASY TO BELIEVE THAT THE LEADERS FOR TODAY AND TOMORROW MUST NOT ONLY WALK ON WATER, BUT MUST LEAP TALL BUILDINGS WITH A SINGLE BOUND. OUR REQUIREMENTS MUST BE MORE MODEST THAN THAT, AND MORE RELATED TO THE PROBLEMS AT HAND.

ONE ESSENTIAL SKILL WILL BE STRATEGIC PLANNING. I SOMETIMES FEAR THAT WE HAVE EDUCATED GENERATIONS OF SHORT-TERM PLANNERS IN OUR GRADUATE SCHOOLS. THOSE WHO ARE UNABLE TO SEE PAST THE NEXT FISCAL YEAR OR THE MOST RECENT "VICTORY" IN FACULTY SALARY DISCUSSIONS WILL COME UP VERY SHORT IN THE FUTURE. DECISIONS MUST BE MADE WITH A VIEW TO THE LONG HAUL. THIS PERHAPS SOUNDS LIKE A SIMPLE SKILL, BUT IT IS A PREMISE WHICH IS ANTITHETICAL TO THE AMERICAN WAY OF MANAGEMENT. WE HAVE BEEN ABLE TO FOCUS FOR MANY YEARS ON SHORT-TERM GAINS, ON DECISIONS WHICH MIGHT BRING CREDIT TO US AS INDIVIDUALS, THOUGH THEY MIGHT ILL-SERVE THE INSTITUTION IN THE LONG RUN. THOSE ENDOWED WITH NOT ONLY THE SKILLS RELATED TO STRATEGIC PLANNING, BUT WITH THE UNDERSTANDING THAT ACCOMPANIES THIS PERSPECTIVE, WILL BE ABLE TO MAKE PERSONAL, SHORT-TERM SACRIFICES

IN POPULARITY OR EVEN CREDIBILITY, IN ORDER TO SERVE THE LONG-RANGE GOALS OF THE ORGANIZATION. THOSE OF YOU WHO HAVE READ WILLIAM OUCHI'S THEORY Z WILL RECOGNIZE THIS QUALITY AS ONE DEEMED ESSENTIAL FOR SUCCESS IN A NEW ENVIRONMENT OF DECLINING RESOURCES.

A SECOND SET OF SKILLS WILL BE THOSE RELATED TO PROGRAM AND PERSONNEL EVALUATION. DATA-BASED DECISIONS, COLORED BY CAREFUL JUDGMENT, WILL HELP GUIDE US THROUGH THE POTENTIALLY PERILOUS TIMES AHEAD. BUT THE LEADERS MUST UNDERSTAND THE DATA THAT THEY ARE ASKED TO CONSIDER; OTHERWISE, THEY WILL RUN THE RISK OF MAKING ILL-ADVISED DECISIONS BASED ON POOR, ALBEIT ARTFULLY PRESENTED INFORMATION. PERSONNEL EVALUATION MUST ALSO BEGIN TO REWARD THE LONG-TERM CONTRIBUTION. WE HAVE TENDED TOWARD A SYSTEM OF ANNUAL EVALUATION THAT GIVES SUBSTANTIAL PAY-OFFS FOR SHORT-TERM GAINS, BUT WHICH MAY FAIL TO RECOGNIZE THE SUM OF AN INDIVIDUAL"S CONTRIBUTION TO THE ORGANIZATION. WE MUST LEARN TO MAKE EVALUATION A CONTINUOUS PROCESS, NOT AN ANNUAL OR SEMI-ANNUAL RITUAL THAT IS DREADED BY EVERYONE.

THE ART OF COLLABORATIVE DECISION-MAKING IS ANOTHER SKILL

THAT I BELIEVE WILL BE REQUIRED OF EDUCATIONAL LEADERS IN THE COMING YEARS. WE HAVE MOVED BEYOND THE SIMPLE ERA IN WHICH PARENTAL AUTHORITARIANISM WAS AN ACCEPTABLE FORM OF MANAGEMENT. THE CONTEXT IN WHICH WE OPERATE IS TOO COMPLEX FOR THE JUDGMENT OF ONE INDIVIDUAL TO BE THE SOLE CRITERION FOR DECISION-MAKING. MAKE NO MISTAKE--WE MUST STILL ASSIGN INDIVIDUAL RESPONSIBILITY FOR DECISIONS MUST BE REACHED THROUGH A COLLABORATIVE PROCESS INVOLVING THE BEST HUMAN RESOURCES OF THE ORGANIZATION. THIS SHIFT WILL ALSO BE A DIFFICULT ONE. WE ARE TRAINED TO BE INDIVIDUALISTIC AND COMPETITIVE, REGARDLESS OF OUR LIP SERVICE TO TEAMWORK. THE OLD ATTITUDES WILL LEAD TOWARD RESOURCE SQUANDERING: THE NEW ATTITUDES CAN LEAD TOWARD RESOURCE CONSERVATION OR AUGMENTATION.

ANOTHER POINT TO CONSIDER FOR TOMORROW'S EDUCATIONAL LEADERS IS THEIR CAREER PATHS. THE TYPICAL EDUCATIONAL PATTERN HAS BEEN A LINEAR ONE, AND FREQUENTLY A RAPID ONE. TOMORROW'S LEADERS MUST HAVE SLOWER, MORE DIVERSE CAREER PATHS, FOR I BELIEVE THAT THEY WILL NEED TO KNOW THEIR ORGANIZATIONS INSIDE AND OUT IF THEY ARE TO UNDERSTAND AND COPE WITH THE COMPLEXITIES THAT WILL ASSAIL THEM.

THE ABILITY TO BUILD LONG-TERM INTEREST IN THE EDUCATIONAL ENTERPRISE IS ANOTHER QUALITY THAT I THINK WILL BE ESSENTIAL FOR TOMORROW'S LEADERS. THEY MUST BE ABLE TO SEE -- AND TO HELP OTHERS SEE -- THAT INDIVIDUAL NEEDS AND THE NEEDS OF THE ORGANIZATION ARE SYNONYMOUS. ALL OF THE STAKEHOLDERS IN THE ORGANIZATION MUST UNDERSTAND THEIR PARTS IN FULFILLING THE EDUCATIONAL MISSION.

THERE IS A FINAL CLUSTER OF SKILLS OR QUALITIES THAT I BELIEVE WILL BE NECESSARY FOR FUTURE LEADERS. I AM NOT CERTAIN HOW ONE DEVELOPS THESE TRAITS, BUT THEY ARE CERTAINLY WORTHY OF MENTION. GENTLE HUMOR WILL BE REQUIRED FOR THE SURVIVAL OF THE LEADER AS WELL AS THE FOLLOWERS. CLEAR, OPEN, AND AUTHENTIC COMMUNICATION WILL BE ESSENTIAL IF EDUCATIONAL ORGANIZATIONS ARE TO BE AS PRODUCTIVE AS THEY CAN BE. A LEVEL OF MUTUAL TRUST, HITHER TO UNKNOWN IN ADCADEMIA, MUST BE DEVELOPED. AND TO MAKE WISE USE OF THE MOST PRECIOUS HUMAN RESOURCE, THE LEADER OF TOMORROW MUST BE ABLE TO ALLOW OTHERS TO GROW, CHANGE, AND LEARN ON THEIR OWN. ONE OF MY GREAT FEARS FOR MANAGEMENT IN A TIME OF DECLINING RESOURCES IS THAT WE WILL LOSE THESE IMPORTANT LEADERSHIP TRAITS, AND WILL

BECOME MYOPIC ADMINISTRATIVE DRONES IN GREEN EYESHADES, ATTENDING ONLY TO THE BALANCE SHEET, WITH NO SENSE OF OUR EDUCATIONAL PURPOSE OR OF THE IMPORTANCE OF OUR VISION TO OUR COLLEAGUES, OUR STUDENTS, AND OUR COMMUNITY.

WE MUST NOT LET OUR FEAR OF DECLINING RESOURCES PARALYZE US, OR WE WILL, THROUGH OUR INABILITY TO ACT AND TO RISK, BRING ABOUT THE VERY FATE THAT WE FEAR THE MOST.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JUL 2 1982